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ABSTRACT

This document describes Kentucky's comprehensive plan for arts in the elementary and secondary school curriculum. Major objectives of the plan are to incorporate knowledge and appreciation of the arts and to help students develop skills related to art and music at every grade level. The plan was devised to respond to a perceived lack of coordination of arts-related learning experiences in Kentucky schools. This document, which concentrates on the comprehensive plan's rationale and objectives, cautions that the plan is not to be construed as a curriculum guide in the individual arts disciplines nor to replace the need for such guides. It suggests, however, that educators who develop and implement curriculum guides will be aided by the general overview of principles identified in the comprehensive plan as being basic to art and music education. Among the principles designated as particularly important to art and music education are that programs include emphasis on individual art-related disciplines; bring the arts together whenever appropriate; utilize all the arts in the total curriculum; and make use of appropriate learning resources of the school, community, state, and nation. Also suggested for consideration by curriculum developers in the fields of art and music education are several statements of potential arts objectives, including that the arts can expand and broaden sensory link experiences, the arts provide new ways of measuring children's capabilities, the artistic process helps students understand problem solving, and that art activities can help children improve their self-esteem. (DB)

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The Kentucky Plan for Comprehensive Arts in Education

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The Kentucky Department of Education

and

The Kentucky Alliance for Arts Education

JULY 1981

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FOREWORD

The Kentucky Plan for Comprehensive Arts in Education represents a giant step in the Department of Education's efforts to improve arts education in Kentucky schools. Coupled with The 1981 Experimental Revised Standards for Accreditation of Kentucky School Districts, a framework now exists to help the schools strengthen all areas of arts education.

We have always felt that the arts play a principal role in the educational process, and it is gratifying that this same philosophy is shared by many local district administrators and teachers. Even in times of financial crisis, the arts should remain high on the priority list of any school district concerned with the total education of its students.

Arts education is an important responsibility. We must accept this responsibility and teach it as successfully as we have other areas of the curriculum.

Raymond Barber

Raymond Barber
Superintendent of Public Instruction

ACKNOWLEDGMENTS

This document has been prepared by the Kentucky Department of Education in conjunction with the Kentucky Alliance for Arts Education (KAAE) and was adopted by the State Board of Education on July 22, 1981. The KAAE, an umbrella group encompassing a wide spectrum of citizens, organizations, and public and private agencies, works with the Kentucky State Department of Education in an independent, advisory capacity. It is anticipated that these recommendations will provide the basis for long-range comprehensive planning of expanded and improved educational programs for all Kentuckians. The Alliance gratefully acknowledges the use, in part, of various arts documents from Washington, Ohio, Michigan, and Illinois.

For further information contact one of the following persons in the Kentucky Department of Education:

Robert Elkins, Music Program Manager
1828 Capital Plaza Tower
Frankfort, Kentucky 40601
Phone: (502) 564-2672

Ruth West, Art Education Program Manager
1828 Capital Plaza Tower
Frankfort, Kentucky 40601
Phone: (502) 564-2672

Conley Manning, Director
Division of Program Development
1806 Capital Plaza Tower
Frankfort, Kentucky 40601
Phone: (502) 564-2106

Donald B. Hunter, Assistant Superintendent
Bureau of Instruction
1812 Capital Plaza Tower
Frankfort, Kentucky 40601
Phone: (502) 564-3010

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INTRODUCTION

A Comprehensive Arts in Education Plan for Kentucky's elementary and secondary schools represents a long-range effort to improve the quality of educational opportunities for all students by incorporating the knowledge of, appreciation for, and development of skills in all arts forms into the curriculum. Where appropriate, these resources should be utilized as a tool in the daily processes of teaching and learning.

A comprehensive arts in education program for Kentucky can be realized only with the complete cooperation of the State Superintendent of Public Instruction, the State Board of Education, the Alliance for Arts Education, the executive and legislative branches of state government, the Kentucky Arts Commission, professional and lay organizations, and individuals dedicated to improving instruction in the arts.

The prime responsibility for implementing a state plan for the arts in elementary and secondary education rests with the State Department of Education in cooperation with the groups named above. Several years ago the Kentucky Department of Education recognized the importance of making the arts an integral part of the Program of Studies in Kentucky Schools, K-12. In 1959, the Department published a list of nine objectives for arts programs that included developing students' ability to communicate concepts, ideas, and feelings, to become self-directive, and to solve problems effectively. Now is the time to secure arts involvement for all Kentucky citizens based on the Commonwealth's historic commitment to preserving and nurturing artistic expression as a vital part of our culture. The opportunity exists to elicit strong support from educational and political

leaders and to develop a network of cooperation between public and private organizations. The State Department of Education should also seek to coordinate the efforts of local, regional, and state arts and education agencies, and provide consistent leadership in the accomplishment of the objectives of the state plan.

RATIONALE

The arts are a way of thinking and feeling, a way of knowing and learning about the world, and are basic to education. A systematic and life-long involvement in arts experiences is essential to a full realization for our human potential--intellectually, emotionally, spiritually, and aesthetically. Through the arts all people may be assisted in their desire to find individual fulfillment, and a development of sensitivity to other people as they both share common concerns for a higher quality of life. The arts are a major vehicle for the expression, documentation, and transmission of the cultural heritage. They help sensitize the learner to the traditions and changing patterns of life in the community throughout the world. An active participation in arts experiences by all citizens is essential to a full realization of our society's potential--socially, politically, economically, and culturally. They are a significant factor in opening career opportunities to Kentucky citizens, for arts consumers are an important determinant in industrial and financial activities. Arts education affects the cultural climate of our communities, thus providing an environment attractive to economic growth and essential to the overall improvement of the quality of life to all Kentuckians.

Comprehensive Arts in Education reflects a carefully considered view. Comprehensive programs provide maximum opportunities in the arts for all learners, with particular emphasis on grades K-8. For the purpose

of this document, the arts include vocal and instrumental music, dance/movement, drama/theatre, visual/environmental arts (includes film/television/photography), and creative writing/literature/poetry. A comprehensive plan is not to be construed as a curriculum guide in the individual arts disciplines nor to replace the need for such guides. Such a program embodies these basic principles:

(1) Comprehensive programs ensure the integrity of strong developmental programs in the individual arts;

(2) Comprehensive programs bring the arts together whenever appropriate;

(3) Comprehensive programs utilize all the arts in the total curriculum; and

(4) Comprehensive programs utilize all the appropriate learning resources of the school, the community, the region, the state and the nation.

As children develop the ability to communicate about what they see, hear, feel, taste, and smell, they extract meaning from these experiences. This, in turn, helps them to build cognitive structures in various ways.

THE ARTS CAN EXPAND AND BROADEN THE ESSENTIAL SENSORY LINK EXPERIENCES

In order for children to distinguish visually between the letters p, q, b, and d, they have to build their experiences of "left, right, up, and down." Dramatic play and directional awareness through creative movement have, therefore, been included in remedial reading programs.

The mathematical concepts of more, less, and equal can be represented in sculpture, colored design, or many other senses experiences (seeing, hearing, touching). Multi-sensory experiences facilitate learning.

As children experience and become increasingly aware of the texture, shape, color, line, rhythm, energy, design, weight, or patterns that surround them, they are building concepts about the world. These concepts

build on past experiences as the child learns to use ideas in progressively more complex forms. Classifying objectives of similar shape, size, or texture, matching sounds or rhythmic patterns, or organizing a sequence of asymmetrical shapes through movement are examples of growing cognitive process.

THE ARTS REQUIRE CHILDREN TO PRACTICE THE SAME LEARNING OPERATIONS PRESENT IN OTHER FORMS OF LEARNING

Working in the arts, the child:

(a) experiences and explores in order to discover,

(b) processes those experiences by observing, comparing, classifying, ordering, interpreting, summarizing, and imagining, and

(c) formulates some new arrangement in order to make meaning of the experiences and communicate them to others.

In this way, the child is experiencing the basic operations of preceiving, decoding, abstracting, and arranging which are necessary to the learning process.

The first step in the learning process is play, which is the child's work. The arts help to nurture the instinct to play--to think in images, pretend, test possibilities, set limits, make rules, debate consequences, define roles, judge, decide, and enjoy the results of the game. In the same manner, the playing we engage in as adults helps to keep alive our creative thinking process. When teaching utilizes play, it takes advantage of one of the most readily available resources in the growing child.

THE ARTISTIC PROCESS IS ITSELF A PROBLEM-SOLVING PROCESS

The arts involve conceptual, imagistic, and critical thinking. In order to make or do something in the arts there must be an idea, a means for carrying out the idea, and a personal commitment to the end. There

must be a goal, and some judgment about the success of the accomplishment of each of the steps. The creative process may begin as teacher-directed activity, but essentially becomes more and more self-directed. The child/artist gradually becomes the agent of his/her own experience, making decisions based on ideas and feelings, thus becoming increasingly responsible for his/her own learning.

THE ARTS PROVIDE NEW WAYS OF MEASURING CHILDREN'S CAPABILITIES

Artistic endeavors reveal new insights about children--their thoughts, feelings, skills, imagination, and new ways of behaving which help the teacher in discovering ways of communicating with and aiding them.

The arts give children alternative modes for demonstrating their understanding of a concept rather than always through traditional ways of verbalizing or writing.

ENGAGING CHILDREN IN ARTS PROCESSES HELPS THE CHILD TO DISCOVER THE SELF AND TO VALUE SELF

Not all children learn the same thing in the same way, but all children have the need to make decisions unique to themselves. All children have potential for creative behavior. Often when children lack an understanding of how their own minds function, they lack any confidence in their ability to solve problems. They expect to fail at new tasks and repeatedly fail at old ones, convinced that they cannot learn. Often this creates poor self-esteem with accompanying failure in interpersonal relationships. The self-fulfilling prophesy of failure thereby surrounds the slow learner.

Through the process of exploring various artistic possibilities and alternatives, through selecting and arranging, children begin to understand their own thought processes, and to believe in their own

ability to make decisions. Because these artistic decisions lead to a wide variety of solutions all of which are acceptable, each child begins to value his/her uniqueness. As children share their ideas, they gain new respect for alternative ideas and gradually become more willing to reveal their ideas and feelings to others.

Participating and sharing in arts experiences helps to develop a sense of belonging and helps students to understand and value the familiar and unfamiliar worlds they encounter.

Arts activities which involve group participation, and arts activities which depend upon every child's unique contribution help all children to establish avenues for communication and to develop mutual respect. A wide variety of learning activities makes possible a range of roles and a range of levels for their interaction.

JOY IS AN ESSENTIAL INGREDIENT IN THE LEARNING ENVIRONMENT

The arts can be a powerful medium for sustaining interest, motivation, and increasing total involvement. When children become involved in working with various media and pursuing their own unique ideas, the inseparable aspects of their personalities--the psychomotor, cognitive, and affective domains--all interweave into a more integrated whole. The result is pleasure, joy, and learning.

NEEDS STATEMENT

Information to support the need for comprehensive arts in education in Kentucky has been gathered through school observations by staff members in the Department of Education, discussions with state leaders and comprehensive arts education advocates, and through discussions and program planning with various arts education associations and groups.

In October, 1973, the State Board of Education adopted the following as one of the eight goals of education in Kentucky:

> "Each citizen of the Commonwealth should be assured of an opportunity to realize his full potential in cultural appreciation which includes:
>
> - Acquisition of knowledge of art, musical, literary, and drama forms;
>
> - Understanding of and value for the historical and cultural heritage;
>
> - Development of aesthetic values;
>
> - Expression of cultural values."

The goal also includes the following statement:

> "The progression of mankind through the different states of civilization has been marked by the development of art, musical, literary, and dramatic expression. Assuming that these are part of our cultural heritage, then the educational system should provide for the transmission of a knowledge and understanding of them in the society in which we live."

Most school systems in Kentucky provide learning experiences in some of the arts, but efforts to implement comprehensive arts education programs are extremely limited. While some elementary and secondary school students do have art and music instruction available from specialists, the other art areas receive little attention. A major factor is that certification requirements for an elementary school teacher do not adequately prepare him/her to implement a comprehensive arts education program in the classroom. Also, those high school students who do not elect art or music have little opportunity to realize their potential for cultural appreciation. These limitations point to the need for developing a plan for a comprehensive arts education program in Kentucky.

There is a significant gap between arts education in Kentucky as currently being provided by the public school and the educational goal stated above. The following needs, or gaps, between "what is" and "what

ought to be" have been identified as the most critical ones that need to be resolved if the goals of the proposed arts education program are to be met.

- Expand the awareness of school administrators and the general public concerning the importance of the contribution which arts education can make in the development of human potential and in the achievement of the goals of American Education. This should increase their commitment to arts education.

- Develop the competencies of all teachers in order that they may utilize the academic and community arts resources to achieve the basic objective of education.

- Support teachers with a team of resource people (artists and specialists) who have expertise in integrating the arts and using them to provide students with a wide-range of educative experience that will help them develop their full-range of capabilities.

- Identify and mobilize, for use in arts education, the various community arts resources.

- Provide students with opportunities to perform and/or display their art work and to enjoy the work of others.

- Continue to develop curriculum guides and related materials for use in implementing arts education goals and objectives.

- Develop measuring devices and evaluation procedures for assessing the outcomes of arts education programs.

- Develop between the home, school, and community such cooperative efforts as are needed to make the arts central in each individual's learning experience, both in and out of school and at every stage of life.

- Provide opportunities for exceptional students, both gifted and handicapped, to pursue their art.

- Provide paradigms of arts education programs as they might operate in public schools at various levels.

GOAL STATEMENT

The Comprehensive Arts in Education Program is designed to ensure that all of the arts are integrated into the school program in order to provide stimulus to and development of the creative intellectual process.

The program goal is to inspire a strong developmental program in art, dance, vocal, and instrumental music and drama. The objectives of this program are, by necessity, based on research, cooperative connections, motivation and technical assistance. The utilization of the Comprehensive Arts Plan will deperd on the Local Educational Agency and its surrounding community. The following objectives set forth the work program for the State Department of Education in assisting local school districts in attaining the standards and guidelines for arts education as established in The 1981 Experimental Revised Standards for Accreditation of Kentucky School Districts.

Objective 1 - To familiarize school personnel in the utilization of arts methods (seeing, hearing, moving, touching, feeling) to enhance creative potential, enliven subject areas, and motivate students to want to learn.

Activities:

Development and publication of a resource file available to LEAs containing the best material and programs available on integration of creative arts into curriculum.

Development and notification of summer workshops, in conjunction with regional universities to provide various experiences for teaching and administrative staff.

Provision of in-service workshops for teachers interested in the creative motivational approach to education.

Objective 2 - To work with LEAs and local statewide organizations to ensure the inclusion of cultural resources not available in the classroom.

Activities:

Survey of programs available by region and, where possible, by school district.

Four (4) regionwide conferences for LEA administrators and representatives.

Provision of technical assistance to those districts wishing to draw up individual plans or agreements for sharing cultural resources.

Provision of technical assistance to groups desiring to sponsor traveling troupes (drama, vocal, instrumental, or visual) involving elementary and secondary students.

Investigation of federal funding sources.

Summer workshops for students.

Objective 3 - To conduct an assessment of arts education in Kentucky schools in order to determine the scope of existing arts programs and to determine the factors involved in lowered enrollments in the arts, especially at the middle and high school levels.

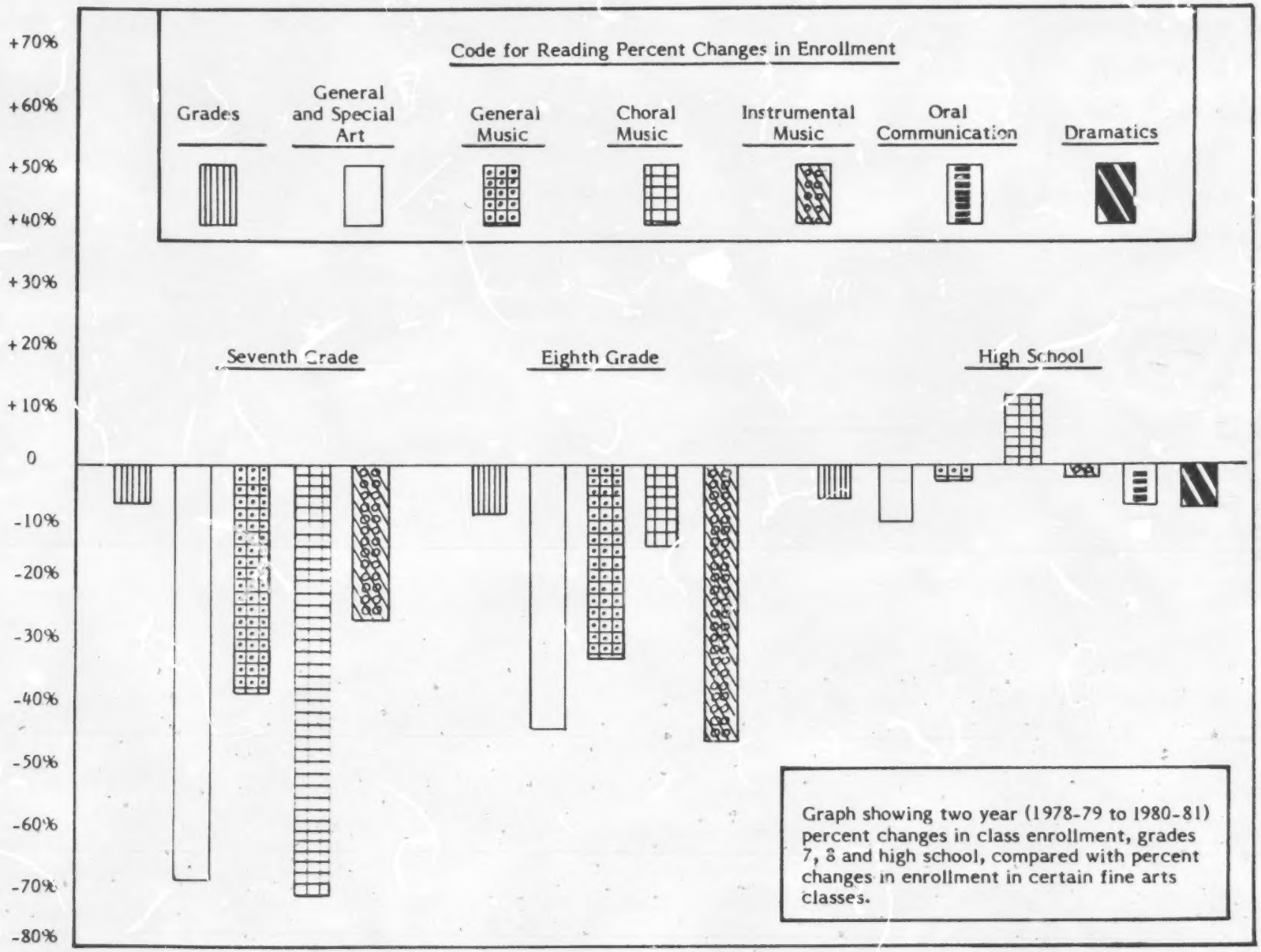
TIME FRAME

The plan will become effective on adoption by the State Board of Education and the goals and objectives will be accomplished prior to December, 1986.

The Bureau of Instruction's Division of Program Development will be responsible for coordinating the accomplishment of the goals in the plan.

APPENDIX

The following graph prepared by the Office of Research and Planning in the Department of Education reflects a serious breakdown in the sequence of instruction in the arts programs in grades 7-12 in Kentucky schools. This information strongly points to the need for an assessment of arts programs as stated in Objective 2.



Graph showing two year (1978-79 to 1980-81) percent changes in class enrollment, grades 7, 8 and high school, compared with percent changes in enrollment in certain fine arts classes.

TABLE SHOWING CHANGES IN CERTAIN COURSE ENROLLMENTS IN PROGRAMS IN THE ARTS FROM 1978-79 TO 1980-81, COMPARED WITH TOTAL ENROLLMENT IN GRADES 7, 8 AND HIGH SCHOOL

	1978-79	1980-81		
Seventh Grade	56,849	53,740	-3,109	-5.47%
General Art and Elementary Art	2,822	875	-1,947	-69.00
General Music	1,417	879	- 538	-38.97
Choral Music	1,947	549	-1,398	-71.80
Instrumental Music	2,388	1,780	- 608	-25.46
Eighth Grade	58,543	53,866	-4,677	7.99%
General Art, Elementary Art, Special Art	3,180	1,778	-1,402	-44.09
General Music	1,181	800	- 381	-32.26
Choral Music	1,703	1,472	- 231	-13.56
Instrumental Music	2,447	1,308	-1,139	-46.55
High School	214,943	204,936	-10,007	-4.66%
Oral Communication	2,745	2,570	- 175	-6.38
Dramatics	2,909	2,692	- 214	-7.36
General Art and Special Art	31,010	28,523	- 2,487	-8.02
General Music	1,640	1,579	- 61	-3.72
Choral Music	11,809	13,042	+ 1,233	+10.44
Instrumental Music	19,718	19,371	- 347	- 1.76